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ABSTRACT

Teacher materials are provided for a computer-assisted English grammar curriculum for adult basic education students (1-8 grade level). They accompany a software program (diskette) that the student is able to use by himself/herself with the Apple IIc or Apple IIe computer with single or double drive and a monitor or a television with an R.F. modulator. A printed copy of the screen displays is included. The 17 lesson titles are as follows: The Basic Tool: The Sentence; A Closer Look at Subjects; More about Nouns: People, Places, and Things; Action Verbs; More about Verbs; Tenses; The Adjective; Review of Sentences, Nouns, Pronouns, Verbs, Adjectives; Another Useful Part of Speech: The Adverb; Prepositional Phrases; Basic Tools: Sentence Types; Some Good Advice: Subject-Verb Agreement; More Good Advice: Picking the Correct Pronoun; One Final Point: Pronoun-Antecedent Agreement; End Punctuation; Inside Punctuation; and Capitalization. Interactive text maximizes student involvement. Student responses are required frequently throughout the program, and based on the responses, the program branches out to meet each student's individual needs. Student responses include both narrative-type input as well as standardized test-like items. A copy of the print student exercises and an accompanying answer key are also provided. (YLB)

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GRAMMAR REVIEW: YOUR TOOL FOR SUCCESS

TEACHER MATERIALS

- Teacher Introduction
- Printed Copy of Screen Displays
- Student Exercises
- Answer Key

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BEST COPY AVAILABLE

"Development of a Computer Assisted English Grammar

Curriculum for the ABE Student"

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TO THE TEACHER

The purpose of our project was to develop an English grammar curriculum for adult basic education students (1-8 grade level) which would have the necessary software for computer assisted instruction. It was the intention of this project to create a sound, practical, and high interest curriculum in English grammar which could be used with a computer. Many students believe grammar is a dull and boring subject and many educators and English teachers secretly share this view. We believed that the essence of grammar can be interesting if students try to understand, instead of simply memorizing, and most importantly, if they realize what they learn will really be of service to them. We sincerely believe that our program will vastly improve both the "image" and "outcome" of English grammar instruction.

The project produced an English grammar curriculum program which is both practical and of high interest to the adult education student. The specific intention was to place the English grammar content matter into an instructional format which would be sequential and motivational. It should be understood that our approach was a functional one which had as its goal to produce a learner who will have a solid understanding of the written and spoken word that would enable him/her to be an effective and contributing member of our society. All of the exercises, activities, materials, and computer software in the program are contemporarily based and constructed with the student in mind so that he/she develops a personal interest in the material and this hopefully will breed an internal self motivation which is so essential in successful learning experiences.

Our program requires no prior computer knowledge or skill. The user (student) selects concepts for study from a list of topics (menu) which are presented on the screen. All instructions for using the program are available to the user in clear, concise statements at the beginning of the program, and they are available for review at critical places throughout the lessons.

Interactive text was used to maximize the students' involvement with the learning process. Student responses are required frequently throughout the program, and based upon the correctness of the repsonse, the program branches out to meet the individual needs of each student. In other words, not all students will receive identical tutorials, but rather, there will be an aspect of individualization to this learning program. The student responses included both narrative-type input as well as standardized, test-like items. By using a combination of different input formats, we could most effectively monitor student understanding of grammar, grammar usage, punctuation, and capitalization.

We are providing you with various kinds of materials for use with this computer assisted English grammar program (1-8 grade level). The first item is a software program (diskette) which the student will be able to use by themselves with the computer. The diskette will run on an Apple IIc or Apple IIe computer. It should be single or double drive and have a monitor or a television with a R.F. modulator. A printer is not needed, however, you can use a printer if you want to produce a printed copy of the program's glossary. We are also supplying you with a printed copy of the screen displays which exist on the diskette.[1] Finally, we are providing you a copy of the student exercises and an accompanying answer key. We believe that the aforementioned will give the adult basic education teacher a solid base of materials in order to help their students.

[1]Some of the text is not identical, but it will give you the basic material.

We used the floppy disk technology rather than a tape or a hard disk storage system. This decision was made because the floppy disk operates much faster and more reliabily than a tape and allows us to easily use random access files--an important consideration for student record keeping. Further, the floppy disk is much less expensive and more common in the classroom than is the hard disk. Since the diskette is not copy protected, it is possible to transfer the program to a tape or to a hard disk. It is also possible for individuals with BASIC programming skills to make unique modifications to the program to meet specific local needs.

Please be advised that this program covers only the barest essentials of grammar and usage. Many choices had to be made; many important areas had to be omitted, perhaps to be covered in another program, because of computer space limitations.

It is for that reason that you will not find lessons on the perfect tenses, the verbals and their phrases, certain clause uses, and punctuation beyond the minimum, among others.

However, we believe we have covered the most essential aspects of grammar and usage in an understandable fashion so that the adult basic education student can, without being overwhelmed or alienated, begin to feel more comfortable with the language.

In summary, we believe that our project has resulted in an effective learning package for ABE students wishing to improve their skills in grammar, grammar usage, punctuation, and capitalization. Our approach utilizes several standard features of a personal computer to increase student motivation, learning, and retention. Our program maximizes student interaction, and it requires a minimum amount of computer hardware (equipment). The program is menu driven and very user friendly so that no prior experience with a computer will be necessary.

PRINTED COPY OF SCREEN DISPLAYS

MAIN MENU

A. Brief Instructions

B. Detailed Instructions

C. Lessons Menu

D. Glossary

E. Quit

BRIEF INSTRUCTIONS

Most of the program runs by itself.

When you see a flashing cursor, you should press the Return Key.

After you have typed an answer to a question, you must push the Return Key.

If you can see the letter "G" inside the flashing cursor, than you can use the glossary (dictionary) by pressing the "G" Key instead of the Return Key.

Do NOT push the Return Key unless you see the flashing cursor or unless you have just typed an answer.

(For more information, see the detailed instructions listed in the main menu.)

DETAILED INSTRUCTIONS

Press the Return Key to continue.

A cursor is a small square that appears on the screen and looks like this:
When a blinking cursor appears on the screen, it almost always means that the computer is waiting for you to type an answer to a question or to push the Key marked 'Return'.

Unless told otherwise, you should always press the Return Key after typing an answer. You should also push the Return Key when you see the cursor flashing in the lower right corner.

You will remember to do this because nothing will happen if you don't.

VERY GOOD. You noticed the cursor and pressed the Return Key.

Sometimes it appears that nothing is happening. Usually, this is done on purpose in order to give you time to study the information on the screen.

In fact, nothing is happening right now. Since the flashing cursor is not in view, you should NOT press any keys. You can't make the program advance, and you may cause the next screen of words to flash by too quickly to be read.

After the cursor comes into view, you may press the Return key to advance the program.

Sometimes the cursor will have the

letter 'G' inside of it. When it does,

you can push the 'G' key instead of the

Return key. This will allow you to use

the glossary (dictionary)

YOU CAN TRY THE GLOSSARY NOW IF YOU

PUSH THE 'G' KEY.

G
ENGLISH USAGE GLOSSARY

PLEASE TYPE THE WORD THAT YOU WANT THE

COMPUTER TO DEFINE FOR YOU.

YOU TYPED:

IS THIS CORRECT? (YES/NO)

?NO
ENGLISH USAGE GLOSSARY

PLEASE TYPE THE WORD THAT YOU WANT THE

COMPUTER TO DEFINE FOR YOU.
?COMPUTER

YOU TYPED: COMPUTER

IS THIS CORRECT? (YES/NO)

?YES
SORRY, BUT COMPUTER IS NOT

IN MY MEMORY BANKS.

PRESS RETURN TO GO BACK TO THE PROGRAM.

Sometimes the cursor will have the

letter 'G' inside of it. When it does,

you can push the 'G' key instead of the

Return key. This will allow you to use

the glossary (dictionary).

YOU CAN TRY THE GLOSSARY NOW IF YOU

PUSH THE 'G' KEY.

G

If you make a typing error, you can use the left arrow key to back up. Then retype over your error.

That is all there is to it!

If you don't see a cursor, just wait.

If you do see a flashing cursor, you should type an answer and/or press the Return Key.

NUMBER	LESSON TITLE
1.	THE BASIC TOOL: THE SENTENCE
2.	A CLOSER LOOK AT SUBJECTS
3.	MORE ABOUT NOUNS
4.	ACTION VERBS
5.	MORE ABOUT VERBS
6.	TENSES
7.	THE ADJECTIVE
8.	REVIEW

PUSH RETURN TO SEE MORE LESSON TITLESn

To select a lesson, type its number and then press Return.

NUMBER	LESSON TITLE
9.	THE ADVERB
10.	PREPOSITIONAL PHRASES
11.	SENTENCE TYPES
12.	SUBJECT-VERB AGREEMENT
13.	PICKING CORRECT PRONOUNS
14.	PRONOUN-ANTECEDENT AGREEMENT
15.	END PUNCTUATION
16.	INSIDE PUNCTUATION
17.	CAPITALIZATION

PUSH RETURN TO SEE OTHER LESSON TITLESn

LESSON 1

THE BASIC TOOL: THE SENTENCE

The SENTENCE is the TOOL we use to talk to each other.

The sentence has 2 parts:

Part 1	+	Part 2
↓		↓
Doer	+	Action
↓		↓
The boys	+	ran.

The doer is called the SUBJECT.

The action is called the VERB.

Like other basic tools, a hammer for example, SENTENCES need both parts to work right.

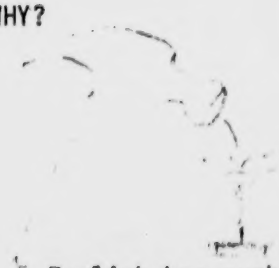
A HELPFUL TOOL?

Does this part work well? No! Why not? Part is missing!

Does this part work well? NO! Why not? Part is missing!

DOES THIS TOOL WORK BETTER? YES!

WHY? The tool is complete.



English has such a TOOL!
We call it a SENTENCE. Like the hammer, it must have its parts.

A SENTENCE without a DOER (SUBJECT)
(NO SUBJECT) ran.
or without an ACTION (VERB)
The boys (NO VERB)
is not a SENTENCE at all.
Like the HAMMER without both parts,
it doesn't work. We call the broken
or incomplete parts of the sentence
FRAGMENTS.

THEY WON'T WORK!

Let's put the incomplete parts together!

Type _____

1. Willi _____.

_____ drives.

DOER --> Willi drives. <-- Action

s. The lady _____.

___ ____ reads.

SUBJECT→The lady reads.← VERB

If you want more practice,
see the workbook for more exercises.

Any problems? Probably not!

These are SENTENCES, your TOOLS

for success.

DON'T FORGET!

DOER + ACTION = SENTENCE

or

SUBJECT + VERB = SENTENCE

Like the whole hammer, you can get

some work done with a whole

SENTENCE.

Some things to remember.

1. EVERY SENTENCE BEGINS WITH A CAPITAL LETTER.

   Willi drives.

2. MOST SENTENCES END WITH A PERIOD.

   Willi drives.

3. SOME SENTENCES END WITH A QUESTION MARK.

   Does Willi drive?

See the workbook for more exercises.

LESSON 2

A CLOSER LOOK AT SUBJECTS

SUBJECTS start something.

They make something happen.

They are DOERS of an action!

DOER + ACTION = SENTENCE

↓ ↓

SUBJECT + VERB = SENTENCE

Examples:

1. The boys ran.
2. The telephone rang.
3. The cat slept.

The flashing words above are DOERS or SUBJECTS.

Now let's look at the SUBJECT of a SENTENCE more carefully.

Only NOUNS or PRONOUNS can act as the SUBJECT. There are thousands of NOUNS in English, and they are usually names of.....PERSONS such as Enrique, the girl, a policeman,

PLACES, such as, Johnstown , a farm, the seashore;

or

THINGS, such as, a car, an apple and a dog.

Which words are NOUNS?

TYPE an X in front of the nouns.

Remember NOUNS can be used as SUBJECTS. HINT: Half are NOUNS, half are not.

__ Harrisburg	__ helps
__ car	__ city
__ get	__ box
__ go	__ hear
__ music	__ see
__ opened	__ friend

See the workbook for more exercise.

NOUNS NOT NOUNS

WORD

NUMBER RIGHT IS 0
NUMBER WRONG IS 0

IS THIS WORD A NOUN? (YES/NO) _____

MORE ABOUT SUBJECTS

Sometimes we substitue PRONOUNS for NOUNS for variety.

For example:

Instead of saying The boys broke the window. The boys ran., we can say The boys broke window. They ran.

Doesn't "they ran" sound better than "The boys ran"? Of course.

But remember - "They ran" has no meaning unless we have already said "the boys."

Some of the common PRONOUNS are

I, you, he, she, it, we, they

REMEMBER!

PRONOUNS can take the place of NOUNS
Which of the above pronouns can take the place of

box equals
Type your answer and push the Return key

for these nouns:

1. box ___ 4. Chevy ___
2. Carla ___ 5. girls ___
3. Hanford ___ 6. dog ___

These NOUNS and PRONOUNS can be

used as SUBJECTS.

MORE PRACTICE WITH PRONOUNS

Add a PRONOUN to the second sentence in each pair

by typing a pronoun and pushing the Return key.

1. The box is in the corner.

___ is in the corner.

2. Carla lives here.

___ lives here.

3. Hanford ran fast.

___ ran fast.

4. The girls look fine.

___ look fine.

See the workbook for more exercises.

LESSON 3

MORE ABOUT NOUNS:

PEOPLE, PLACES AND THINGS

NOUNS that name GENERAL CLASSES

of persons, places, or things

are called

COMMON NOUNS.

Car, for example, is a name, but it

belongs to, or is common to ALL cars.

Examples:

uncle

boy

city

beer

COMMON NOUNS DON'T NAME ANY SPECIFIC PERSON, PLACE OR THING.

NOUNS that name SPECIFIC persons,

places, or things

are called

PROPER NOUNS.

COMMON	PROPER
uncle	Uncle Tim
boy	Billy
city	Philadelphia
state	Ohio
beer	Stroh's
car	Ford

PROPER NOUNS NAME A PARTICULAR PERSON, PLACE, OR THING.

SOMETHING TO REMEMBER!

PROPER NOUNS ALWAYS BEGIN WITH

A CAPITAL LETTER

If there is more than one word

in the PROPER NOUN,

All of them begin with a CAPITAL LETTER.

Examples:

White House

Empire State Building

Mississippi River

San Francisco Bay

Find the COMMON and PROPER NOUNS.

Type a C for COMMON and a P for

PROPER before each noun.

____ ocean	____ living room
____ house	____ Sylvania
____ Penn State	____ television
____ aunt	____ Pittsburgh Pirates
____ Ohio River	____ Jasper
____ Plymouth	____ tree

Don't forget! ALL PROPER NOUNS begin

with a CAPITAL LETTER.

Let's learn something else about NOUNS.

NOUNS that name ONLY ONE
person, place, or thing
are called SINGULAR NOUNS.

Examples:

boy	Mary	chair
fox	box	squirrel
gun	hat	bottle
dog	wish	eat

NOUNS that name MORE THAN
ONE person, place, or thing
are called PLURAL NOUNS.

Examples:

boys	guns	chairs
hats	cats	bottles
Marys		

Most NOUNS form their PLURALS by adding "s":

girl + s = girls, hat + s = hats.

Words that end in "s," "x," "ch,"

or "sh" add "es" to form the

plural.

Fox + es → foxes bos + es → bosses

church + es → churches brush + es → brushes

Some nouns form their plurals in

completely irregular ways.

Examples

man → men child → children

woman → women wolf → wolves

mouse → mice thief → thieves

Since no rule tells us how to form these plurals, we simply memorize them.

Let's Review!

Type the 5 singular words

from the list under SINGULAR

and type the 5 plural words

from the list under PLURAL.

bench, saws, nails, basket, hammer
pencils, pins, ruler, pen, brushes.

	SINGULAR	PLURAL
1		1
2		2
3		3
4		4
5		5

See workbook for more exercises.

LESSON 4

ACTION VERBS

Let's take a closer look at the second part of the sentence: the Action or the VERB. Remember the sentence has both a DOER + an ACTION (SUBJECT + a VERB.) In the sentence...

The thief ran.

"ran" is an ACTION word or a VERB. It tells what someone or something did. Notice the ACTION in the sentences.

Lions roar. Jefferson drove

She buys Pedro eats

Sometimes the ACTION of a VERB is not complete by itself.

Marvin ate... (<u>What</u> did he eat?)

The hammer hit... (<u>What</u> did it hit?)

Carla buys... (<u>What</u> did she buy?)

A NOUN or PRONOUN that answers the question

WHAT?

after the VERB is called the RECEIVER OF THE ACTION or the DIRECT OBJECT.

In other words, another NOUN or PRONOUN

not the DOER or SUBJECT

receives ACTION from the VERB

and answers the question <u>what</u>?

The boys ate <u>what</u>?

The boys ate <u>the pie</u>.

"Pie" is the DIRECT OBJECT.

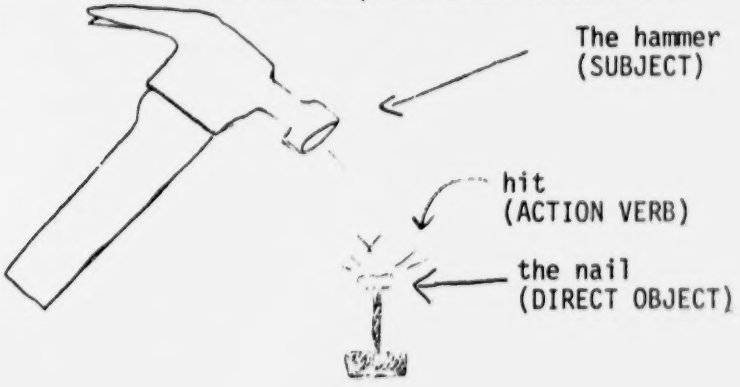
The hammer hit <u>what</u>?

The hammer hit <u>the nail</u>.

Nail is the DIRECT OBJECT.

Do you remember the hammer from lesson number one?

That hammer was complete and worked well.



The hammer works well.

So does that sentence work well.

DIRECT OBJECTS aren't so hard.

Remember to ask the question what?

after the VERB.

Complete the sentences by typing in

DIRECT OBJECT. Find the answers in the

list of words below the sentences.

1. The dog catches (what?) _____

2. Felipe eats (what?) _____

3. Jimmy hears (what?) _____

4. The girl runs (what?) _____

the taco the shot

the race the ball

Most ACTION VERBS have DIRECT OBJECTS.

They transfer the action to

someone or something.

These verbs are called TRANSITIVE VERBS.

1. Enrique got a job.

2. Washington threw the ball.

3. The hammer hit the nail.

Type the action verbs. _____, _____, _____

Now type the words that receive the

action. _____, _____, _____

Other ACTION VERBS

do not have DIRECT OBJECTS.

They DO NOT transfer the action to

someone or something.

These verbs are called

INTRANSITIVE VERBS.

1. The balloons broke.
2. Pedro fell.
3. The hammer dropped.

Find the Action words in the above sentences.

Type them.

Are there receivers of the action? NO!

Not with INTRANSITIVE VERBS.

Look at these sentences.

1. Max drives the car.
2. The train stopped.
3. A girl slept.
4. The baby ate an apple.
5. Jiggers won the prize.
6. The bus crashed.

Which of the sentences have a receiver

of the action. (DIRECT OBJECT)?

Type in the numbers. ____, ____, ____

Which of the sentences do not have a

receiver of the action? Type in the numbers.

_____, _____, _____

See the workbook for more exercises.

LESSON 5

MORE ABOUT VERBS

Some VERBS do NOT show action.

Joe <u>is</u> a policeman.(NO ACTION)

Compare that sentence with

Joe hit a policeman. (ACTION)

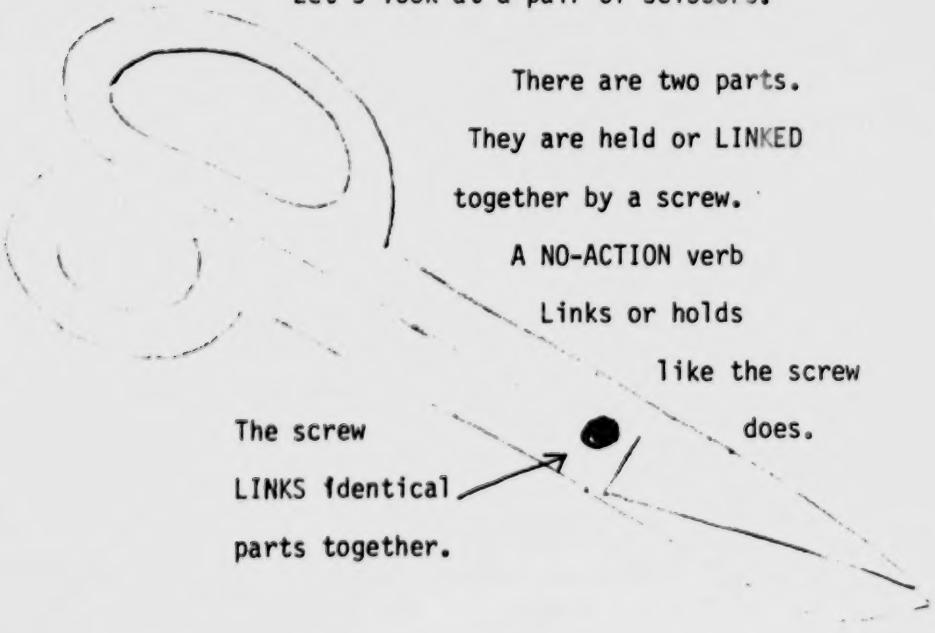
In the NO-ACTION sentence

Joe and policeman are the SAME person.

Joe and policeman, two words for the same person, are LINKED together by the NO-ACTION verb <u>is</u>.

<u>Is</u> is called a LINKING VERB.

Let's look at a pair of scissors.



The most common LINKING VERBS are

I	am	a student.
The boys	are	a gang.
Harrisburg	is	the capital.
Harry	was	a problem.
The girls	were	twins.

In these sentences the LINKING VERBS act like equal (=) signs.

I = student

boys = gang

Harrisburg = capital

Can you find the LINKING VERB?

Type the LINKING VERB after each sentence.

1. Jefferson and Clyde are boys. _____.
2. The boys were a team. _____
3. Henry was my cousin. _____
4. Philadelphia is a city. _____
5. I am a Boston Celtic. _____
6. The cat was a pet. _____

Remember! The LINKING VERB links two words for the same person or thing.

We learned about ACTION VERBS and

NO-ACTION VERBS.

Notice the difference!

With the ACTION VERB

Joe hit the policeman.

Joe and policeman are DIFFERENT persons.

Policeman is the DIRECT OBJECT, the receiver of the action. Policeman receives the action of "hit".

REMEMBER?

The hammer hit the nail.

Nail also receives the action of the action verb "hit".

In a NO-ACTION VERB

Joe is a policeman.

Joe and policeman are the same person.

Policeman is called the SUBJECT-COMPLEMENT.

Policeman COMPLETES the subject Joe.

It is another word for Joe.

REMEMBER?

Philadelphia is a city.

City is called the SUBJECT-COMPLEMENT.

City COMPLETES THE SUBJECT Philadelphia.

City is another word for Philadelphia.

So far we have seen these

3 different kinds of verbs.

Subject	ACTION VERB (intransitive)	
The boys	ran.	
Subject	ACTION VERB (transitive)	Direct Obj.
A hammer	hit	the nail.
Subject	NO-ACTION VERB (linking verb)	Subject-Comp.
The girl	was	my cousin.

Type the verb from each sentence in

the correct box.

1. The hammer hit the nail.
2. The phone rang.
3. Elmo sleeps.
4. The judge was a friend.
5. Fuzzy drank the milk.
6. Dr. J is a star.
7. Mr. Jones is a fireman.

Intransitive Transitive Linking

See workbook for exercises.

Lesson 6

Tenses

YESTERDAY, TODAY AND TOMORROW
(Past) (Present) (Future)

Some VERBS tell about something

that is happening today, in the present.

I love my father.

Love is a PRESENT TENSE verb.

Other examples:

1. Hanford buys gas at Sheetz.
2. I jog every morning.
3. We see better during the day.
4. Jamie borrows money all the time.

These verbs tell about something that is

happening TODAY, in the present.

Some VERBS tell about something

in the PAST, YESTERDAY.

I called Jeff yesterday.

Called is a PAST TENSE verb.

Other examples:

1. Jamie borrowed money.
2. I jogged every morning.
3. The janitor locked the door.
4. Juan closed the drawer.

These verbs tell about something that

happened in the PAST, YESTERDAY.

Did you notice that these verbs became the PAST TENSE by adding "ed" to the PRESENT TENSE? VERBS that do that are called REGULAR VERBS.

REMEMBER!

REGULAR VERBS

PRESENT TENSE + ed = PAST TENSE

Some other REGULAR VERBS are

scare → scared jump → jumped

help → helped talk → talked

drill → drilled watch → watched

STOP!

Many verbs DO NOT form their PAST TENSE by adding "ed."

For example

run → ran ring → rang

come → came sit → sat

see → saw

These verbs are called IRREGULAR VERBS!

These IRREGULAR VERBS DO NOT form their PAST TENSE by adding "ed".

The correct PAST TENSE of

IRREGULAR VERBS

MUST BE MEMORIZED!

Here are more common verbs that DO NOT form the PAST TENSE by adding "ed".

build → built

blow → blew

do → did

have → had

Other IRREGULAR VERBS are spelled the SAME in both the PRESENT and PAST TENSES.

cut → cut

hit → hit

fit → fit

Still others change their form COMPLETELY.

go → went

eat → ate

am → was

These unusual forms must also be memorized.

Some VERBS tell about something

that has NOT HAPPENED yet, something in the

future.

I will call you tomorrow.

This call has not been made yet.

It will be made tomorrow.

Will call is a FUTURE TENSE VERB.

Form the FUTURE TENSE

by adding WILL to the

PRESENT TENSE.

WILL + PRESENT TENSE = FUTURE TENSE

Examples of FUTURE TENSE

1. Jefferson will buy the beer.
2. You will see the old gang soon.
3. We will run in the next race.
4. Margie will make supper.
5. Patty and Ron will go home later.
6. The kids will play baseball.
7. I will drive home.
8. Gerry will fix the car.

REMEMBER!

WILL + PRESENT TENSE = FUTURE TENSE

See workbook for exercises.

Lesson 7

A USEFUL TOOL: THE ADJECTIVE

So far, we have used NOUNS,
PRONOUNS and VERBS.
NOUNS, PRONOUNS and VERBS
are BASIC TOOLS in English.
If we had to,
we could speak and write
using only NOUNS, PRONOUNS, and VERBS.
However,
that would be very boring;
so, we use other useful parts of
speech for variety.

Another part of the sentence that
we will study is
the adjective.
An ADJECTIVE changes a noun or pronoun
in some way. It tells what kind of noun
we have.
The flashing words are ADJECTIVES because
they change the NOUN following them.
the young boys the heavy hammer
an old man a scary movie
An ADJECTIVE usually is located
in front of the noun it changes.

Perhaps our box of tools will help again. Here is a hand saw.

Here is another saw. But it is a <u>power</u> saw. It is still a saw, but the ADJECTIVE tells "what kind" of a saw.

<u>Power</u> changes the saw. It is an adjective. Power is located <u>in front of</u> the noun.

ADJECTIVES usually stand in front of the NOUN being changed except when they are used after LINKING VERBS.

Paco is <u>sick</u>.

Pittsburgh is <u>quiet</u>.

The horse is <u>fast</u>.

These ADJECTIVES, like the NOUNS in Lesson 5, are called SUBJECT-COMPLEMENTS. They complete the SUBJECT by changing it.

What are the ADJECTIVES in the

following sentences?

Type the ADJECTIVE on the line.

1. The heavy hammer dropped on the floor.

   _____

2. Jack stole the red bike. _____

3. The gang was hungry. _____

4. The unhappy child cried. _____

5. Sasha ate the good pie. _____

6. The bike is broken. _____

See the workbook for more exercises.

Lesson 8

REVIEW

OF

SENTENCES, NOUNS, PRONOUNS,

VERBS, ADJECTIVES

Most sentences are like the ones we have studied so far.

Lets review these four basic types of sentences.

REMEMBER!

To be successful, we need to

be able to use these tools well.

Type 1

SUBJECT + INTRANSITIVE ACTION VERB

The hammer fell.

Type 2

SUBJECT + TRANSITIVE + DIRECT OBJECT

ACTION VERB

The hammer hit the nail.

Type 3

SUBJECT + LINKING VERB + SUBJECT-COMPLEMENT (NOUN)

The hammer is a tool.

Type 4

SUBJECT + LINKING VERB + SUBJECT-COMPLEMENT (ADJECTIVE)

The hammer is heavy.

There are other types of sentences that we will study in a later lesson.

Can you identify the underlined part of the sentence? Type the number of your choice from the list below after the sentence.

1. Tony <u>drives</u> a red corvette. ___
2. The gang sees <u>Tito</u> in the alley. ___
3. The phone <u>rang</u>. ___
4. My house is <u>small</u>. ___
5. Lincoln was a <u>president</u>. ___
6. <u>Guido</u> met an old friend. ___

---

1. SUBJECT
2. INTRANSITIVE ACTION VERB
3. DIRECT OBJECT
4. TRANSITIVE ACTION VERB
5. SUBJ-COMP (NOUN)
6. SUBJ-COMP (ADJECTIVE)

ANOTHER USEFUL PART OF SPEECH: THE ADVERB

In the sentence,

The hungry boys ate the tasty pie.,

we know that HUNGRY and TASTY are

called ADJECTIVES

because they change NOUNS.

We can also change the VERB "ate"

by writing

"quickly ate"

The hungry boys quickly ate the

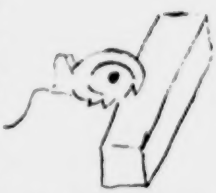
tasty pie.

QUICKLY, the word changing the VERB, is

called an ADVERB.

Let's think about the saws we had in lesson 7. We had a <u>hand</u> saw and a <u>power</u> saw. Hand and power told us about the type of saw.

The hand saw cuts slowly.



The power saw cuts fast.

<u>Slowly</u> tells us how the saw cuts.

<u>Slowly</u> changes the verb cuts.

<u>Fast</u> tells us how the saw cuts.

<u>Fast</u> changes the verb cuts.

ADVERBS usually change VERBS.

The car started slowly.

The snow fell fast.

Another way to find ADVERBS that change VERBS is to ask the questions

HOW? WHEN? WHERE?

after the VERB.

Bill ran fast.

Bill ran how? Fast is an adverb.

We arrived early.

We arrived when? Early is an adverb.

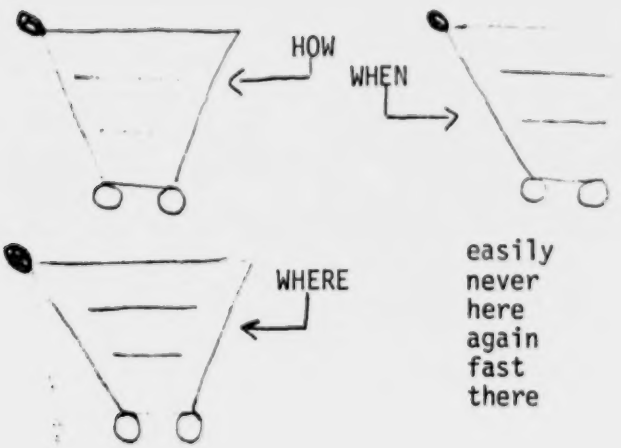
The bomb fell there.

The bomb fell where? There is an adverb.

Let's fill the shopping carts with

<u>HOW</u>, <u>WHEN</u> and <u>WHERE</u> adverbs.

Pick them from the list below.



easily
never
here
again
fast
there

Make these sentences complete by picking ADVERBS from the list below. Use "how?," "when?", and "where?" to help you.

Darryl yelled (how?) _____.

Ice melts (how?) _____.

Leaves fall (where?) _____.

Brad and Lulu ran (when?) _____.

The game works (how?) _____.

The team played (when?) _____.

My brother danced (where?) _____.

loudly quickly today outside
first outside well

See workbook for more exercises.

LESSON 10

PREPOSITIONAL PHRASES

A PREPOSITIONAL PHRASE is a group of words with an ATTACHER or PREPOSITION at the beginning and a NOUN or PRONOUN, called the OBJECT of the PREPOSITION, at the end.

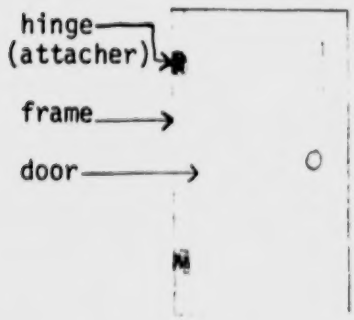
Examples

PREPOSITION(attacher)		NOUN or PRONOUN
in	the	school
to		them
up	the	Mary
under	the	water

School, them, Mary , and water are OBJECTS OF THE PREPOSITION.

Prepositions are attachers!

They attach the NOUN or PRONOUN following it to the rest of the sentence. Think of a door with two hinges. These hinges attach the door to the frame.



Prepositions are attachers. They attach the noun or pronoun after it to the sentence.

The most common

ATTACHERS or PREPOSITIONS are

about	behind	from	out
above	between	in	over
along	by	into	through
at	during	of	to
before	for	on	up
			with

Jackson ran into the house.

This word (PREPOSITION) attaches house to the rest of the sentence. The PREPOSITION is a hinge. It attaches!

Pick out the ATTACHERS or PREPOSITIONS in the following sentences.

1. He drove his car down the street. _____
2. Marvin worked with the youth club. _____
3. The girl gave the book to the men. _____
4. Sally is going to town. _____

PREPOSITIONAL PHRASES

are used as

ADJECTIVES and ADVERBS.

The PREPOSITIONAL PHRASE CHANGES what we know about a NOUN, PRONOUN or VERB.

The boy on the bike was crying.

PREPOSITIONAL PHRASE = ADJECTIVE

It changes what we know about boy.

Pedro fell into the river.

PREPOSITIONAL PHRASE = ADVERB

It changes what we know about where he fell.

The prepositional phrases in the

following sentences are flashing.

Type on the line whether each one

is an adjective or an adverb.

Remember!

Adjectives change what we know about NOUNS and PRONOUNS.

Adverbs change what we know about VERBS.

1. The boat sailed into the harbor.

_____

2. Clouds in the sky move quickly.

_____

3. The gangs fought in the alley.

_____

See the workbook for more exercises.

LESSON 11

BASIC TOOLS: SENTENCE TYPES

ALL the sentences we have used so far

are called SIMPLE SENTENCES.

That means that they have

only

ONE SUBJECT AND ONE VERB.

SIMPLE SENTENCE = 1 SUBJECT + 1 VERB

Examples:

Heather bought a car.
subject verb

Everybody liked it.
subject verb

However, we can join TWO SIMPLE SENTENCES by using a COMMA (,) and a CONNECTOR (CONJUNCTION). The new sentence formed by joining TWO SIMPLE SENTENCES is called a COMPOUND SENTENCE.

SIMPLE + COMMA, + CONNECTOR + SIMPLE = SENTENCE (CONJUNCTION) SENTENCE

C O M P O U N D S E N T E N C E

(Heather bought a car), and (everybody liked it). = simple, connector simple

---

Let's look at another example.

Bill bought a car, but nobody liked it.

Type the first SIMPLE SENTENCE.

_____.

Type the comma and the connector.

_____

Type the second SIMPLE SENTENCE.

_____.

This is a COMPOUND SENTENCE.

AND and BUT are the two most

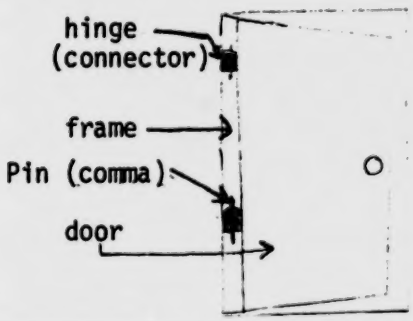
common connectors used

to join SIMPLE SENTENCES.

OR, NOR, FOR, YET

can also be used this way.

Remember the door, frame and hinge from the last lesson?



CONJUNCTIONS

are connectors.

COMMA and a

CONJUNCTION

SIMPLE SENTENCES.

The two parts (SIMPLE SENTENCES) of

the COMPOUND SENTENCE are called

INDEPENDENT CLAUSES.

They are called INDEPENDENT because

they could stand alone

as complete sentences if desired.

Examples:

This fall Pat went to college, and Eric went to trade school.

This fall Pat went to college. = complete sentence

Eric went to trade school. = complete sentence

The parts are independent. They can stand alone.

Some parts (clauses) cannot stand alone.

Examples:

If Julie arrives on time

After the dance was over

Since you went away

While I played ball

These parts (clauses) are called

DEPENDENT CLAUSES

because they DEPEND on the rest of the sentence for their message.

If Ed arrives on time, I will be glad.

Let's study this sentence.

If Ed arrives on time, = DEPENDENT CLAUSE

I will be glad. = INDEPENDENT CLAUSE

In this sentence a DEPENDENT CLAUSE and an INDEPENDENT CLAUSE were joined to make a complete sentence. Sentences like these are called COMPLEX SENTENCES.

DEPENDENT CLAUSE + , + INDEPENDENT CLAUSE =

C O M P L E X S E N T E N C E

The following are all

COMPLEX SENTENCES:

1. As soon as you call, I will leave.
2. I'll leave as soon as you call.
3. Before I answer, sit down.
4. Sit down before I answer.

If the DEPENDENT CLAUSE comes first,

PUT a COMMA after it.

After he fell, he was more careful.

If the INDEPENDENT CLAUSE comes first,

DO NOT USE A COMMA.

He was more careful after he fell.

Type S if it is a SIMPLE SENTENCE.

Type CO if it is a COMPOUND SENTENCE.

Type CX if it is a COMPLEX SENTENCE.

1. _____While Lincoln at an apple, Darnell tried to take it.
2. _____Pittsburgh is someplace special.
3. _____Sasha rode a bike, and pat played ball.
4. _____Eugenio ran up the alley when he saw the gang.
5. _____The handsome man bought a car, but his girlfriend hated it.

See the workbook for more exercises.

LESSON 12

SOME GOOD ADVICE

SUBJECT - VERB AGREEMENT

Our lessons so far have taught us GRAMMAR LABELS for sentence parts. The next three lessons will use those labels to make CORRECT USAGE CHOICES. If we had a hammer, we would use it with a nail, not a screw. If we had a screwdriver, we wouldn't need a nail. The screwdriver wouldn't work very well. In English, careful users of the language must make some correct choices. Otherwise the language won't work properly.

We will learn to make correct choices in three areas:

SUBJECT-VERB AGREEMENT

PRONOUN CHOICE

PRONOUN-ANTECEDENT AGREEMENT

If we don't make the correct choices in these areas, the English language won't work properly.

In lesson 4 we learned about

SINGULAR and PLURAL NOUNS.

VERBS can also be singular or plural.

SINGULAR	PLURAL
I walk	We walk
You walk	You walk
He walks	They walk

Notice the "S" on walks.

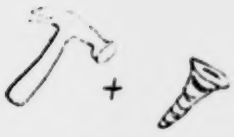
This "S" ALWAYS appears on the

Present tense verb after

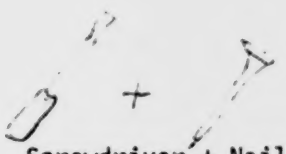
He, She, or it

An "S" does NOT make the verb plural.

An "S" does make a noun plural.



Hammer + Screw



Screwdriver + Nail

THEY DON'T WORK PROPERLY.

He, She, it without "s"

He walk. These two don't work properly.

Hammer + nail They do work together.

He + walks. They do work together.

Other examples:

1. He walks after supper.
2. She talks on the phone.
3. It barks after midnight.

The "s" also appears AFTER NOUNS that mean he, she, or it.

1. Junior walks after supper.
2. Mavrita talks on the phone.
3. My dog barks after midnight.

The "s" does not appear with the pronouns I, you, we, or they or when a plural noun is the subject.

They talk on the phone.

Other examples:

1. I walk with my mom.
2. You walk fast.
3. We walk every night.
4. The girls walk in the park.

Sometimes subjects are made plural by connecting nouns or pronouns with AND.

BILL AND BETTY talk on the phone.

NO "s" on talk

Marlin and I walk in the park.

The girl and the boy buy a book.

Sometimes subjects are connnected

with OR or NOR.

MAKE THE VERB AGREE WITH

THE CLOSER SUBJECT.

The teacher or the students are wrong.

Why a plural verb? Plural subject — Plural verb

Remember! THE SUBJECT CLOSER TO THE VERB, WHEN CONNECTED WITH OR or NOR, AGREES WITH THE VERB.

The students or the teacher is wrong.

Why is the verb singular? Teacher is singular.

Now it's your turn!

Type in the VERB form which AGREES with the SUBJECT.

1. Patrick _____ a car. (buy, buys)
2. Tammy and Jane _____ at the rock concert. (is, are)
3. The boy or the girls ____the race. (runs, run)
4. The alley _____ to the right. (goes, go)
5. The telephones _____loudly. (rings, ring)
6. The birds and the tourists _____ south in the fall. (flies, fly)

See the workbook for more exercises.

LESSON 13

MORE GOOD ADVICE

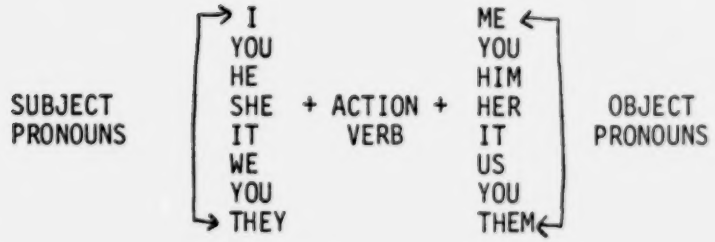
PICKING THE CORRECT PRONOUN

In this lesson we will also learn about making correct choices. If we don't make the proper choices, our English won't be correct.

The PERSONAL PRONOUNS

(pronouns that usually refer to people or things.)

have two forms.



We say "I hit him."

instead of "Me hit he."

Notice the following examples:

He and I are good friends.
(Not him and me)

Give the book to Jill and me.
(Not I)

She and I went to see them.
Not her and me)

The Smiths and we visit regularly.

When you need a SUBJECT PRONOUN,

choose I, you, he, she, it, we, they.

When you need a DIRECT OBJECT or

an OBJECTIVE OF A PREPOSITION, choose

me, you, him, her, it, us, them.

He and she went to the movies.

Subjects

Everybody likes him and her.

Direct objects

This secret is between you and me.

Object of Preposition

NOTE: SINCE YOU AND IT ARE ON BOTH LISTS,
THEY CAUSE NO PROBLEM.

Type whether the flashing pronouns are subject (S) or object (O) pronouns.

		S or O
1.	Give us five gallons of gas.	_____
2.	Miss Dillan wants me to help.	_____
3.	Jose and she ran in the race.	_____
4.	The boys saw him at the mall.	_____
5.	I will come at ten.	_____
6.	Sam and Willi brought the book to me.	_____
7.	You should have written today.	_____
8.	Max put it on the desk.	_____

Try this exercise.

Check the lists at the beginning of this lesson for help if you need it.

Pick the correct pronoun and type it on the line.

1. ____taught sixth grade. (He or Him)
2. Pedro gave the boy to ____.(I or me)
3. Terry and _____will go to Atlanta. (she or her)
4. I saw ____yesterday. (they or them)
5. Washington bought fries and a coke for _____(we or us)
6. _____marched all day. (They or Them)

See the workbook for more exercises.

POSSESSIVE PRONOUNS

(which show ownership)

also have two forms:

MY, YOUR, HER, OUR, YOUR, THEIR

must be followed by a noun.

examples:

1. This is my book. (I own the book.)

2. Our house is in New York. (We own the house.)

3. Patrick saw her Camaro. (She owns the Camaro.)

MINE, YOURS, HERS, OURS, YOURS, THEIRS

are NOT followed by a NOUN.

examples:

1. This book is mine.

2. The pencil is hers.

HIS and ITS are used both ways.

examples:

1. This is his book.

2. This book is his.

There are no apostrophes (') in POSSESSIVE PRONOUNS, but they all show ownership

See the workbook for more exercises.

LESSON 14

ONE FINAL POINT

PRONOUN-ANTECEDENT AGREEMENT

Another area where SINGULAR-PLURAL AGREEMENT is important is with PRONOUNS and their ANTECEDENTS.

THE ANTECEDENT IS THE NOUN THAT THE PRONOUN REPRESENTS.

The boy broke his leg.

His represents boy. Boy is the ANTECEDENT of his.

Mary brought her mini-skirt.

ANTECEDENT PRONOUN

Can you find the PRONOUNS and their ANTECEDENTS?

Type the antecedent for each flashing pronoun on the line.

1. Mrs. Jackson returned to his home. _____

2. The birds built their nests in the backyard. _____

3. Willi Mae has her coat on. _____

4. Juan gave Maria his ring. _____

Did you notice! When the ANTECEDENT is SINGULAR, the PRONOUN is SINGULAR.

Mr. Jackson - his Juan - his

However, when the ANTECEDENT is PLURAL, the PRONOUN must be PLURAL.

birds - their

Confusion sometimes occurs because some PRONOUNS are always SINGULAR even though they APPEAR TO BE PLURAL.

The following PRONOUNS are always SINGULAR: one, everyone, someone, each, no one, anyone, anybody, everybody, somebody, nobody

---

So we say

Everybody is ready

NOT everybody are ready.

(Everybody is SINGULAR. Are is PLURAL.)

A SINGULAR subject must have a SINGULAR verb.

and we say

Everybody has his (or her) job to do.

NOT Everybody has their job to do.

(Everybody is SINGULAR. Their is PLURAL.)

A SINGULAR ANTECEDENT MUST HAVE A SINGULAR PRONOUN. A PLURAL ANTECEDENT MUST HAVE A PLURAL PRONOUN.

See the workbook for more exercises.

LESSON 15

END PUNCTUATION

Every sentence ends with

a PERIOD (.),

a QUESTION MARK (?),

or

an EXCLAMATION MARK (!).

An exclamation mark is used only

to express strong emotions, such as,

fear, hurt, or anger.

An exclamation mark is sometimes

used after words as well as sentences.

Ouch! Get out of here!

Help! Give that to me!

QUESTION MARKS are used only

after questions.

How are you?

Where are you going?

Are you ready?

What?

All other sentences end with

a PERIOD.

Give it your best.

I have a new bike.

Max bought a car.

LET"S TRY AN EXERCISE. Pick the correct type of punctuation from the two given after each sentence. Then type your choice on the line after the sentence.

1. What will he do after work ___ (! or ?)
2. Run home now ___ (? or .)
3. Are you buying a ticket ___ (? or .)
4. Darin must study harder ___ (. or ?)
5. The house is on fire ___ (? or !)
6. Is that a jet taking off ___ (. or ?)
7. They heard the loud rock music ___ (? or .)
8. Where are you going ___ (? or .)

See the workbook for more exercises.

LESSON 16

INSIDE PUNCTUATION

THE COMMA (,)

The COMMA is the most common

inside punctuation mark.

We have already studied the two

main uses of the COMMA.

Review the COMMA in

COMPOUND SENTENCES

AND

COMPLEX SENTENCES (LESSON 11).

Another Common use for the Comma

is to separate items in a series.

A series consists of 3 or more items.

The U.S. flag is red, white, and blue.

We planted beans, corn, and tomatoes.

Let's try an exercise.

Type in COMMAS to separate words in a series.

1. My favorite cars are Chevys Fords and Pontiacs.
2. Max Tina and Robert went jogging.
3. In town we saw buses cars and trucks.
4. Erie Harrisburg Scranton and Altoona are cities.

The SEMICOLON (;)

The SEMICOLON is used in
a compound sentence
if there is not conjunction.

See LESSON 11

In the following pairs either way
of punctuating is correct.

Jim arrived, and we all left together.

Jim arrived; we all left together.

The movie was late, but we went anyway.

The movie was late; we went anyway.

THE COLON (:)

The colon has very limited uses.
Its main use is
to introduce a list.

Remember to bring the following items:
a pencil, a notebook,
and a dictionary.

QUOTATION MARKS (" ")

There are 3 common ways to use
quotation marks.
The most common use is to enclose
someone's exact words
when you repeat them.
When Mary called, she said,
"I will be a little late for supper."
(her exact words).
When Mary called, she said
she would be a little late for supper.
(not her exact words.)

Quotation marks are also used in stories
to show people speaking (Dialogue).
Ted said to Alice, "Alice, I think
we should get your parents' permission."
Alice replied, "I think they'll say
yes, but we'd better ask."
Quotation marks are also used to show titles
of poems, short stories, or magazine
articles.
"Birches" is a poem by Robert Frost.
James Thurber wrote a short story
called "The Catbird Seat."

THE APOSTROPHE (')

The Apostrophe is one of our most common and useful punctuation marks. Its 2 main uses are to show where letters have been omitted in contractions and to show possession.

CONTRACTIONS

Always place the apostrophe where the omitted letters would have been.

DID + NOT-⟩DIDN'T HE + IS ⟶ HE's

WAS + NOT⟶WASN'T DOES + NOT⟶DOESN'T

Let's try an exercise!

Look at the pairs of words below. These pairs can be joined by using a contraction. Type the contraction on the line after the pair. Remember to put the apostrophe where letters are omitted.

1. are not _____
2. she will _____
3. I have _____
4. do not _____
5. you are _____
6. he will _____
7. it is _____
8. did not _____

POSSESSION

To form the possessive of any noun, add 's (apostrophe s) to the word. The word may be singular or plural.

SINGULAR	PLURAL
boy's bike	children's toys
Agne's birthday	women's rights
man's coat	men's jeans

Usually, when the word already ends in "s", and the added "s" would not be pronounced, we just add the apostrophe.

boys' bikes girls' dresses

Let's try another exercise using the 's in the sentences below. Read each sentence and pick the correct word by underlining it.

1. A (boys, boy's) cap was found here.
2. (Ralph's, Ralphs) Chevy had a flat tire.
3. (Mary's, Marys) hat came from Paris.
4. The (mans, man's) motorcycle was stollen.
5. A (girl's, girls) book was on the floor. (one girl)
6. The (girl's, girls', girls) books were on the floor. (More than one girl.)

See the workbook for more exercises.

LESSON 17

CAPITALIZATION

CAPITALIZATION

We have already seen the main uses

of the capital letter.

Capitalize the first word of a

sentence (See LESSON 1).

and

Capitalize all proper nouns

(See LESSON 3)

There are several other uses

for capital letters.

CAPITALIZE

titles of persons, such as,

Doctor, President, Professor

When the person's name follows the title

However, the titles are

not capitalized

when used alone.

My doctor's name is Doctor Smith.

My professor's name is Professor Jones.

We always call my uncle Uncle Ben.

Some people call my mother Sally,

but I call her Mother.

Capitalize the first word of
all book, movie, poetry, or story
TITLES.
Also capitalize all other words in
titles except "a," "an," "the,"
prepositions, and conjuncitons.

Examples:

The Return of the Jedi

Abbott and Costello Go to Mars

A Field Guide to the Birds

See the workbook for more exercises.

You have now completed a basic course in English Grammar entitled

ENGLISH: YOUR TOOL FOR SUCCESS

Do not hesitate to go through the program several times until you thoroughly understand its concepts.

EXERCISES TO ACCOMPANY GRAMMAR REVIEW:

YOUR TOOL FOR SUCCESS

THE BASIC TOOL - THE SENTENCE

LESSON 1

A. Directions: In the following exercise, indicate by number whether the underlined word is the doer (subject) or the action (verb).

1. doer (subject) 2. action (verb)

Examples: The boy sat down. 1

Maria bought the book. 2

1. On Friday Juan played ball. 1._____
2. The boy drives too fast. 2._____
3. Yesterday Mary ate a lot. 3._____
4. Father walks too fast. 4._____
5. Dogs bark loudly. 5._____
6. Ships sail. 6._____
7. The gang ran around the house 7._____
8. Sasha drives a Mustang. 8._____
9. The police came. 9._____
10. Rico drank the cola. 10._____

B. Directions: In the following exercise, indicate by number whether the words are sentences (doer + action) or fragments (incomplete).

1. sentence 2. fragment

Examples: Inside the store. 2

Eugenio likes whipped cream. 1

1. Maria ran down the street. 1._____
2. Hanford buys ice cream. 2._____
3. Mark with the ball. 3._____
4. The girl on the team. 4._____
5. Jack speaks slowly. 5._____
6. The children cry often. 6._____
7. A bus with people. 7._____

8. The car without a driver. 8._____

9. Balloons fly high. 9._____

10. The boy inside. 10._____

C. Directions: Write five of your own sentences. Underline the doer (subject) and the action (verb) in each sentence. Remember that sentences must have both parts:

1. _____

2. _____

3. _____

4. _____

5. _____

A CLOSER LOOK AT SUBJECTS

LESSON 2

A. Directions: As you learned in lesson 2, nouns can be subjects (doers) of sentences. These nouns can be persons, places or things. In the following sentences, indicate by number whether the underlined subjects are persons, places or things.

1. person 2. place 3. thing

Examples: The house sits on the hill. 3

At two o'clock John went home. 1

1. New York City is very large. 1._____
2. Jose loves tacos. 2._____
3. George Washington fought in the Revolutionary War. 3._____
4. The baseball costs too much money. 4._____
5. Many men in Altoona work for Con Rail. 5._____
6. Hershey Park is near Harrisburg PA. 6._____
7. The candy tastes bad. 7._____
8. Darvon lives in town. 8._____
9. The bottles are broken. 9._____
10. Washington D.C. is the capital of the U.S.A. 10._____

B. Directions: Below are pairs of sentences. Read the first one; the subject is a noun, and it is underlined. In the second sentence, pick the pronoun that can be used in place of the underlined subject in sentence one by writing the number of your choice on the line provided.

Examples: The boys ran after the dog.
(1) He, (2) They ran after the dog. 2

Mary ate a sandwich.
(1) It, (2) She ate a sandwich. 2

1. Michael Jackson lives in California.
(1) He, (2) They lives in California. 1._____
2. The tire was worn out.
(1) I, (2) It was worn out. 2._____
3. Texas is a large state.
(1) You, (2) It is a large state 3._____
4. The thieves took $25.
(1) They, (2) They took $25 4._____

5. Last night Paula went to the movies.
   Last night (1) she, (2) we went to the movies. 5._____

6. The Golden Triangle is in Pittsburgh.
   (1) It, (2) He is in Pittsburgh. 6._____

7. Willi Mae loves Jefferson.
   (1) He, (2) She loves Jefferson. 7._____

8. Automobiles cost a lot.
   (1) It, (2) They cost a lot. 8._____

9. Luis cried for ten minutes
   (1) I, (2) He cried for ten minutes 9._____

10. The team has eleven players
    (1) He, (2) It has eleven players. 10._____

C. Directions: Write pairs of sentences. Make the subject of the first sentence a noun. Underline this subject. In the second sentence, replace the underlined subject with a pronoun that can take the place of the underlined subject.

1. _____

_____

2. _____

_____

3. _____

_____

4. _____

_____

5. _____

_____

MORE ABOUT NOUNS: PEOPLE, PLACES, AND THINGS

LESSON 3

A. Directions: In the following exercise, indicate by number whether the underlined nouns are common or proper nouns.

1. common noun 2. proper noun

Examples: a Fritz bought a b book. a. 2 b. 1

1 2
Uncle Jack likes to read a magazine. 1._____

2._____

3 4 5
The boys saw Julio in the city. 3._____

4._____

5._____

6 7
The Thunderbird crashed into the wall. 6._____

7._____

8 9 10
Yesterday the salesman caught a woman stealing shoes. 8._____

9._____

10._____

11 12 13
Bob went to Cleveland on the train. 11._____

12._____

13._____

14 15
The bird ate the worm. 14._____

15._____

16 17 18
Juan hit the nail with the hammer. 16._____

17._____

18._____

19 20
He saw Washington at MacDonald's. 19._____

20._____

B. Directions: When reading the sentences below, indicate by number whether the underlined nouns are singular or plural.

1. singular
2. plural

Examples: Harry (a) drove several miles (b).

a. 1
b. 2

The boys (1) played baseball (2).

Father (3) caught the children (4) eating the apples (5).

The men (6) liked their new hats (7).

The girl (8) broke the bottles (9) on the floor (10).

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

C. Directions: In front of each sentence is a singular noun. Write the plural form for this singular noun on the line provided.

Examples: (house) Hugo owns six houses.

(ax) Why did you buy two axes.

1. (box) There are three _____ under the table.
2. (man) Four _____ watched the football game.
3. (tree) Yesterday we planted several _____.
4. (church) This town has five _____.
5. (mistake) You made too many _____.
6. (shoe) I can't find my _____.
7. (mouse) Darla saw three _____.
8. (child) The _____ didn't eat their lunch.
9. (boy) Six _____ were playing video games.
10. (loaf) My mother bought two _____ of bread.

ACTION VERBS

LESSON 4

A. Directions: Read the sentences below and write the action verbs on the lines provided.

Examples: Mother baked a cake. baked

Susan buys stamps. buys

1. Max drives a Dodge. 1._____
2. He sees ten men. 2._____
3. This morning the team played baseball 3._____
4. The hammer hit the nail. 4._____
5. A policeman caught two thieves. 5._____

Now ask the question what? after the verb in each of the above sentences. The answer for the question is the direct object. Write the direct object from each of the sentences.

6._____

7._____

8._____

9._____

10._____

B. Directions: In the following exercise, indicate by number whether the underlined action verbs are transitive or intransitive.

1. transitive 2. intransitive

Examples: The horn blew. 2
The cow ate the grass. 1

1. Maxine cried loudly. 1._____
2. My dog barked. 2._____
3. The gang ran fast. 3._____
4. He drank the Pepsi. 4._____
5. Larry Bird plays basketball. 5._____
6. Children love dogs. 6._____
7. Leaves fall in October. 7._____
8. Birds eat worms. 8._____

9. Eugenio touched the paint. 9._____

10. His dad walked into the store. 10._____

C. Directions: Write five sentences. Use transitive verbs in three of them and intransitive verbs in two.

1._____(transitive)

2._____(transitive)

3._____(transitive)

4._____(intransitive)

5._____(intransitive)

MORE ABOUT VERBS

LESSON 5

A. Directions: Read the sentences below and indicate by number whether the underlined verb is an action verb or a no-action (linking) verb.

1. action verb 2. no action (linking) verb

Examples: The car was a Chevy. 2

Reggie Jackson caught the ball. 1

1. The children were cousins. 1._____
2. Dave hurried home. 2._____
3. He walked quickly. 3._____
4. I am an uncle. 4._____
5. Millie is a first-grader. 5._____
6. The Gateway Clipper sailed up the Ohio river. 6._____
7. Philadelphia was the first capital of the U.S.A. 7._____
8. The Eagles beat the Steelers. 8._____
9. The cowboy rode the bronco. 9._____
10. Mr. Kotter is a teacher. 10._____

B. Directions: In the following exercise, indicate by number whether the underlined word is a direct object or a subject-complement.

1. direct object 2. subject complement

Examples: Joe is my uncle. 2

Tony Pena made an error. 1

1. Margo is a doctor. 1._____
2. This morning he saw the capitol. 2._____
3. Mosquitoes bite people. 3._____
4. Irving was my friend. 4._____
5. The children watched TV for three hours. 5._____
6. The scissors cut the paper. 6._____
7. I am a teacher. 7._____
8. Joe Montana is a quarterback. 8._____

9. Manfred built a <u>house</u>. 9._____

10. Chrysler builds the <u>Caravan</u>. 10._____

C. Directions: Write five sentences with direct objects or subject-complements. Make three of them with direct objects and two with subject-complements.

1._____(direct object)

2._____(direct object)

3._____(direct object)

4._____(subj.-complemen

5._____(subj.-complemen

TENSES: YESTERDAY, TODAY, AND TOMORROW
(PAST) (PRESENT) (FUTURE)

LESSON 6

A. Directions: In the following sentences, identify by number the past tense form of the verb.

Examples: Isaac (1) ran, (2) runs home. 1

The girls (1) help, (2) helped the old man. 2

1. Early yesterday we (1) go, (2) went to Pittsburgh. 1._____
2. Jack (1) borrows, (2) borrowed twenty dollars. 2._____
3. This morning Shirley (1) ate, (2) eats bacon and eggs. 3._____
4. Cindy (1) closes, (2) closed the car door. 4._____
5. Roosevelt and Karen (1) are, (2) were at Independence Hall. 5._____
6. The workers (1) walk, (2) walked to the mill. 6._____
7. Mrs. Mota (1) wrote, (2) writes a letter. 7._____
8. I (1) am, (2) was at the rock concert. 8._____
9. They (1) have, (2) had a cold for two weeks. 9._____
10. The phone (1) rang, (2) ring last night at eleven o'clock. 10._____

B. Directions: In the following sentences, identify by number the future tense form of the verb.

Example: Jack (1) runs, (2) ran, (3) will run home. 3

1. The boys (1) drank, (2) will drink, (3) drink the beer. 1._____
2. Marla (1) will be, (2) was, (3) is home at ten o'clock. 2._____
3. The customers (1) watched, (2) watch, (3) will watch TV. 3._____
4. A child (1) sits, (2) sat, (3) will sit on the chair. 4._____
5. We (1) will ride, (2) rode, (3) ride the new subway in Pittsburgh. 5._____

C. Directions: In the following sentences, identify by number the present tense form of the verb.

Example: The thief (1) goes, (2) went, (3) will go into the store. 1

1. We (1) jog, (2) jogged, (3) will jog every evening. 1._____

2. Maxine (1) will see, (2) saw, (3) sees the new mini-van. 2._____

3. The girls (1) bought, (2) buy, (3) will buy cologne at Hess's Department Store. 3._____

4. I (1) am, (2) was, (3) will be very tired 4._____

5. The wind (1) will blow, (2) blew, (3) blows hard. 5._____

D. Directions: Write your own sentences using the tense indicated.

1._____(future)

2._____(past)

3._____(past)

4._____(present)

5._____(future)

A USEFUL TOOL: THE ADJECTIVE

LESSON 7

A. Directions: Write the adjectives on the lines provided.

Examples: The modern subway ran through the town. modern

The marathon was a big success. big

1. The huge trucks arrived at two. 1._____
2. Marge saw the Pirates play a terrible game. 2._____
3. We traveled to the football game. 3._____
4. The large ships sailed from Boston. 4._____
5. Tina and Carla saw the lonely children in the park. 5._____
6. Look at the delicious apples on the table. 6._____
7. Marvin Gaye sang rock hits. 7._____
8. We had sunny weather on Friday. 8._____
9. Frightened children cry easily. 9._____
10. The eighth-grade teacher took the students to Lancaster. 10._____

B. Directions: In the following exercise, indicate by number whether the underlined words are subject-complements or not.

1. subject-complement 2. not a subject-complement

Examples: The city was big. 1

The big city is north of here. 2

1. Mother bought a tasty pie. 1._____
2. The kids were misbehaving. 2._____
3. The space shuttle is amazing. 3._____
4. Most video games are boring. 4._____
5. Philadelphia is a beautiful city. 5._____
6. The attractive girls entered the Miss America Contest. 6._____
7. Juan drove a turbo LeBaron GTS. 7._____

8. My classes at Conrad Perry High were <u>difficult</u>. 8._____

9. A summer vacation at Disney World sounds <u>exciting</u>. 9._____

10. Big Joe's hamburgers are <u>delicious</u>. 10._____

C. Directions: Write five sentences that contain adjectives (placed before the noun) or subject-complements (adjective form).

1. _____

2. _____

3. _____

4. _____

5. _____

REVIEW OF SENTENCES, NOUNS, PRONOUNS, VERBS, ADJECTIVES

LESSON 8

A. Directions: In the following exercise, identify by number the types of sentences.

1. subject + intransitive action verb
2. subject + transitive action verb + direct object
3. subject + linking verb + subject complement (noun)
4. subject + linking verb + subject complement (adjective)

Examples: Max is an astronaut. 3

Darvon ate an apple. 2

1. The robin flew away. 1._____
2. The Golden Gate Bridge is long. 2._____
3. Reggie Jackson hit a home run. 3._____
4. We saw three bears. 4._____
5. My father is the sheriff. 5._____
6. Dogs bark. 6._____
7. Jake passed the test. 7._____
8. A Mercedes is an expensive automobile. 8._____
9. The snow fell. 9._____
10. John F. Kennedy was a president. 10._____

B. Directions: Write the word that is functioning as indicated in parentheses on the line provided.

Examples: On Monday Jack ran in the marathon. (subject) Jack

New York City is huge. (subj.-complement, adj.) huge

1. The hammer fell on the floor. (intransitive action verb) 1._____
2. Mr. Smith is the principal. (subj.-complement, noun) 2._____
3. We saw them at the store. (direct object) 3._____
4. Trina likes Max. (subject) 4._____
5. I am fat. (subject-complement, adjective) 5._____
6. The traveler read the directions carefully. (transitive action verb) 6._____
7. The carpenter built an expensive house. (adjective) 7._____

8. You can buy it in Pittsburgh. (direct object) 8._____

9. The tenth-graders were intelligent. (linking verb) 9._____

10. Herb mailed the letters. (subject) 10._____

C. Directions: Write your own sentences using the sentence type indicated.

1. _____

(subject + linking verb + subject-complement, adjective)

2. _____

(subject + transitive action verb + direct object)

3. _____

(subject + intransitive action verb)

4. _____

(subject + transitive action verb + direct object)

5. _____

(subject + transitive action verb + direct object)

ANOTHER USEFUL PART OF SPEECH: THE ADVERB

LESSON 9

A. Directions: In the following sentences, indicate by number whether the underlined word is an adjective or an adverb.

1. adjective 2. adverb

Examples: Max ran quickly. 2

The big boy ran fast. 1

1. The snow melted slowly. 1._____
2. Darryl's house is small. 2._____
3. The new subway in Pittsburgh is fantastic. 3._____
4. Jack and Mary stayed outside. 4._____
5. The soldiers fought bravely. 5._____
6. Kareem arrived late. 6._____
7. The Junior Miss finalists were beautiful. 7._____
8. Two boys walked briskly toward the bus. 8._____
9. His uncle gave him an expensive gift. 9._____
10. The ship sails tomorrow. 10._____

B. Directions: Indicate by number whether the underlined adverb tells how, where, or when the action took place.

1. how 2. where 3. when

Examples: Maria sang happily. 1

The airplane departed yesterday. 3

1. Cows eat slowly. 1._____
2. The team played there. 2._____
3. The children never work. 3._____
4. The wind blew gently. 4._____
5. This game works well. 5._____

6. A gang rioted outside. 6._____

7. Kids laugh heartily. 7._____

8. He will work now. 8._____

9. The principal gave me the book today. 9._____

10. The senior citizens meet upstairs. 10._____

C. Directions: Write five sentences which contain adverbs that indicate how, where, or when. Use the type of adverb indicated.

1._____(where?)

2._____(how?)

3._____(when?)

4._____(where?)

5._____(how?)

PREPOSITIONAL PHRASES

LESSON 10

A. Directions: Each of the following sentences has ONE prepositional phrase. For each sentence, write the preposition in space A, the object of the preposition in space B, the word modified in space C, and the word "adjective" or "adverb" in space D to show the function of the phrase.

Example: Jimmy fell into the swimming pool.

A. into B. pool C. fell D. adverb

1. My mother sent me to the grocery store.

A._____ B._____ C._____ D._____

2. I will be ready in a minute.

A._____ B._____ C._____ D._____

3. Jan is living in Pittsburgh now.

A._____ B._____ C._____ D._____

4. My father lived in that house when he was a boy.

A._____ B._____ C._____ D._____

5. That store on the corner had a big sale last week.

A._____ B._____ C._____ D._____

6. The stars in the sky were barely visible.

A._____ B._____ C._____ D._____

7. The paint on the windows could not be removed.

A._____ B._____ C._____ D._____

8. The color of your tie matches your socks.

A._____ B._____ C._____ D._____

9. Do not write answers in your book.

A._____ B._____ C._____ D._____

10. The lettering on the sign was smeared.

A._____ B._____ C._____ D._____

SENTENCE TYPES

LESSON 11

A. Directions: In the space at the right, label each of the following sentences as SIMPLE, COMPOUND, or COMPLEX.

Example: After the show was over, we stopped for a snack. complex

1. The squirrel raced down the tree and along the fence. 1._____
2. Before Jim could stop, his car slid into the ditch. 2._____
3. Turn your calendar to the next month. 3._____
4. Harlan has a red car, but he would rather have a blue one. 4._____
5. The sails drooped because there was no wind. 5._____
6. After sixteen days, the lookout finally spotted land. 6._____
7. Leave your books outside on the bench. 7._____
8. I had eight socks in my drawer, but none of them matched. 8._____
9. Who knocked this paint off the shelf? 9._____
10. Don't overload your canoe, or it might sink. 10._____

B. Directions: Using the pairs of simple sentences below and a conjunction, write compound sentences. Be sure to punctuate correctly.

1. Judy ran outside quickly. She got very wet.

2. My check finally came. I could not get to the bank to cash it.

3. The rain finally stopped. We still could not cross the river.

4. The leaves were falling fast. The nights were getting longer.

5. Alan participated in the high jump. He set a new school record.

C. Directions: Three of the following complex sentences need a comma. The other two do not. Put a comma in where necessary.

1. If you get there before I do call me.

2. Close the windows before you leave.

3. Let's go skiing after the snow stops.

4. Whenever I see a yellow light I start slowing down.

5. Since you are my brother I will give you the first chance.

SUBJECT-VERB AGREEMENT

LESSON 12

A. Directions: Write the correct verb choice in the space at the right.

Example: Only one person (agree, agrees) with you. agrees

1. Homer and his brothers (feel, feels) everything will be all right. 1._____
2. The tennis balls (were, was) too bouncy. 2._____
3. Fixing cars (were, was) his hobby. 3._____
4. The flowers in the garden (bloom, blooms) every spring. 4._____
5. Everyone (hope, hopes) you will win. 5._____
6. Neither Judy nor her sisters (seem, seems) happy. 6._____
7. Neither her sisters nor Judy (seem, seems) happy. 7._____
8. One of my friends (prefer, prefers) French dressing. 8._____
9. Harry and Frank (are, is) still planning their trip. 9._____
10. What (are, is) your plans for the holiday? 10._____
11. The tiles on the wall (are, is) falling off. 11._____
12. All the people I've asked (are, is) planning to attend. 12._____
13. Jim (don't, doesn't) know how to swim. 13._____
14. We (have, has) to have a truck before we can move. 14._____
15. The boys and their father (refuse, refuses) to leave. 15._____
16. The father and his boys (refuse, refuses) to leave. 16._____
17. Neither the boys nor their father (want, wants) to leave. 17._____
18. Either the father or the boys (have, has) to leave now. 18._____
19. Not one of the girls I asked (were, was) willing to accompany me. 19._____
20. The raindrops on the sand (were, was) making tiny holes. 20._____

PRONOUN CHOICE

LESSON 13

A. Directions: Write the correct pronoun choice in the space at the right.

Example: Mary and (I, me) went to the movies. I

1. Give your books to your teacher or (I, me). 1._____
2. Paul and (I, me) both think you did a good job. 2._____
3. Ray and (he, him) both make great pizza. 3._____
4. That's not for you or(I, me) to decide. 4._____
5. That house across the street is (ours, our's) 5._____
6. I would like to work with Faye and (she, her) on the project. 6._____
7. The original plans were Cindy's and (hers,her's). 7._____
8. The flag has lost (its, it's) bright colors. 8._____
9. May's last request was to have her property divided between you and (I, me). 9._____
10. Everybody went to the concert except (she, her). 10._____
11. Between you and (they, them), there ought to be enough cars. 11._____
12. You and (we, us) need to sit down and talk. 12._____
13. You should come to visit (we, us) when you're in town. 13._____
14. Is this book (yours, your's)? 14._____
15. The drivers were instructed to start (there, their) engines. 15._____
16. Just between you and (I, me), this is a secret. 16._____
17. (They, Them) and everyone else should have been here by now. 17._____
18. (He, Him) and Bob should have picked up those papers. 18._____
19. My two brothers and (I, me) are going camping next month. 19._____
20. (We, Us) campers prefer to sleep in tents. 20._____

PRONOUN-ANTECEDENT AGREEMENT

LESSON 14

A. Directions: Write the correct pronoun in the space at the right.

Example: People like him always do (his, their) best work under pressure. their

1. If any one of the boys wants (his, their) picture taken, today is the last chance. 1._____
2. The store on the corner is the best place to shop because (it has, they have) low prices. 2._____
3. Each of us boys has (his, their) own bike. 3._____
4. All of the girls had on (her, their) best clothes. 4._____
5. The jury had finally arrived at (its, their) decision. 5._____
6. Each of the contestants was to give (her, their) talent performance last. 6._____
7. All of the contestants felt (she, they) had a chance to win. 7._____
8. Each of the contestants felt (she, they) had a chance to win. 8._____
9. If any one of the boys wants help, (he, they) should say so. 9._____
10. Is every one of the girls finished with (her, their) homework? 10._____
11. One of the boys lost (his, their) hat. 11._____
12. If either Joe or Pete gets there before I do, tell (him, them) to wait. 12._____
13. Every member of the team had (his, their) new jersey on. 13._____
14. Each of the fish had a hook in (its, their) mouth. 14._____
15. Every one of the dogs was finally in (its, their) kennel. 15._____

END PUNCTUATION

LESSON 15

A. Directions: Put a period(.), question mark(?), or exclamation mark(!) in the space at the right to indicate the correct punctuation for the end of each of the following sentences.

Example: What do you think you're doing ___?___

1. Help me 1._____
2. What do you think of the latest idea Jim had 2._____
3. If everyone cooperates, we will finish ahead of schedule 3._____
4. It seems to me that she could have asked me that question 4._____
5. What reason did she give for being late 5._____
6. Paul called to ask if you would be at the meeting 6._____
7. Name four state capitals 7._____
8. Get out of here immediately 8._____
9. To be, or not to be: that is the question 9._____
10. If you want to know something, you have to ask 10._____
11. Ouch 11._____
12. The books that you asked about have been returned 12._____
13. What is it that you wanted to know 13._____
14. Have a good day 14._____
15. Are you questioning my authority 15._____
16. Please place the books on the desk and leave at once 16._____
17. Thirty-four participants shouted at once 17._____
18. Should I cut the tree down now or wait until Dad comes home 18._____
19. I think you should ask your mother that question 19._____
20. Does your typewriter have an exclamation mark on it 20._____

INSIDE PUNCTUATION

LESSON 16

A. Directions: Read the following paragraph, looking carefully at the punctuation mark above each number. In the space at the right, put an R if the punctuation is right or a W if the punctuation is wrong.

Example: After the dance was over, we went straight home!
a b

a. R

b. W

If you spend time regularly in a library, you will discover
1 1.

an endless source of pleasure. A library has more than just books;
2 2 3 3.

it has magazines, and newspapers as well? You will have access to
4 5 4.

many short stories, such as the following: "The Secret Life of
6 7 5.

Walter Mitty," "The Killers," and "The Night the Bed Fell." You
8 9 6.

can easily find famous poems, such as, "Mending Wall," or
10 11 7.

"Ozymandias" ! You can also read Lincoln's famous Gettysburg
12 13 8.

Address, or Hamlet's famous soliloquy, where he says, "To be,
14 15 16 9.

or not to be: that is the question." Don't you think, we should
17 18 19 10.

all spend more time in the library?
20 11.

12.

13.

14.

15.

16.

17.

18.

19.

20.

CAPITALIZATION

LESSON 17

A. Directions: Read the following sentences, looking carefully at the letters above each number. If the letters should be capitalized, write Yes in the space at the right. If the letters should not be capitalized, write No.

Example: one of our planes is missing. a. Yes
a b
b. No

one of my favorite short stories is "The fall of the 1._____
1 2 3 4 5

House of Usher" by Edgar Allan Poe. 2._____

3._____

My uncle went to see his doctor yesterday. 4._____
6 7

5._____

have you ever seen the movie the Birds? 6._____
8 9

My dad bought a new ford yesterday. 7._____
10

8._____

9._____

10._____

ANSWER KEY TO STUDENT EXERCISES

ANSWER KEY

Lesson 1 - Part A

1. 1
2. 2
3. 2
4. 2
5. 1
6. 2
7. 1
8. 1
9. 2
10. 1

Lesson 1 - Part B

1. 1
2. 1
3. 2
4. 2
5. 1
6. 1
7. 2
8. 2
9. 1
10. 2

Lesson 2 - Part A

1. 2
2. 1
3. 1
4. 3
5. 1
6. 2
7. 3
8. 1
9. 3
10. 2

Lesson 2 - Part B

1. 1
2. 2
3. 2
4. 2
5. 1
6. 1
7. 2
8. 2
9. 2
10. 2

Lesson 3 - Part A

1. 2
2. 1
3. 1
4. 2
5. 1
6. 2
7. 1
8. 1
9. 1
10. 1
11. 2
12. 2
13. 1
14. 1
15. 1
16. 2
17. 1
18. 1
19. 2
20. 2

Lesson 3 - Part B

1. 2
2. 1
3. 1
4. 2
5. 2
6. 2
7. 2
8. 1
9. 2
10. 1

Lesson 3 - Part C

1. boxes
2. men
3. trees
4. churches
5. mistakes
6. shoes
7. mice
8. children
9. boys
10. loaves

ANSWER KEY

Lesson 4 - Part A

1. drives
2. sees
3. played
4. hit
5. caught
6. Dodge
7. men
8. baseball
9. nail
10. thieves

Lesson 4 - Part B

1. 2
2. 2
3. 2
4. 1
5. 1
6. 1
7. 2
8. 1
9. 1
10. 2

Lesson 5 - Part A

1. 2
2. 1
3. 1
4. 2
5. 2
6. 1
7. 2
8. 1
9. 1
10. 2

Lesson 5 - Part B

1. 2
2. 1
3. 1
4. 2
5. 1
6. 1
7. 2
8. 2
9. 1
10. 1

Lesson 6 - Part A

1. 2
2. 2
3. 1
4. 2
5. 2
6. 2
7. 1
8. 2
9. 2
10. 1

Lesson 6 - Part B

1. 2
2. 1
3. 3
4. 3
5. 1

Lesson 6 - Part C

1. 1
2. 3
3. 2
4. 1
5. 3

Lesson 7 - Part A

1. huge
2. terrible
3. football
4. large
5. lonely
6. delicious
7. rock
8. sunny
9. Frightened
10. eighth-grade

Lesson 7 - Part B

1. 2
2. 2
3. 1
4. 1
5. 2
6. 2
7. 2
8. 1
9. 1
10. 1

Lesson 8 - Part A

1. 1
2. 4
3. 2
4. 2
5. 3
6. 1
7. 2
8. 3
9. 1
10. 3

Lesson 8 - Part B

1. fell
2. principal
3. them
4. Trina
5. fat
6. read
7. expensive
8. it
9. were
10. Herb

Lesson 9 - Part A

1. 2
2. 1
3. 1
4. 2
5. 2
6. 2
7. 1
8. 2
9. 1
10. 2

Lesson 9 - Part B

1. 1
2. 2
3. 3
4. 1
5. 1
6. 2
7. 1
8. 3
9. 3
10. 2

ANSWER KEY

Lesson 10 - Part A

	A.	B.	C.	D.
1.	to	store	sent	adverb
2.	in	minute	ready	adverb
3.	in	Pittsburgh	living	adverb
4.	in	house	lived	adverb
5.	on	corner	store	adjective
6.	in	sky	stars	adjective
7.	on	windows	paint	adjective
8.	of	tie	color	adjective
9.	in	book	write	adverb
10.	on	sign	lettering	adjective

Lesson 11 - Part A

1. simple
2. complex
3. simple
4. compound
5. complex
6. simple
7. simple
8. compound
9. simple
10. compound

Lesson 11 - Part B

1. Judy ran outside quickly, and she got very wet.
2. My check finally came, but I could not get to the bank to cash it.
3. The rain finally stopped, but we still could not cross the river.
4. The leaves were falling fast, and the nights were getting longer.
5. Alan participated in the high jump, and he set a new school record.

Lesson 11 - Part C

1. Comma after "do." 2. No comma necessary 3. No comma necessary
4. Comma after "light." 5. Comma after "brother."

Lesson 12 - Part A

1. feel	6. seem	11. are	16. refuse
2. were	7. seems	12. are	17. wants
3. was	8. prefers	13. doesn't	18. have
4. bloom	9. are	14. have	19. was
5. hopes	10. are	15. refuse	20. were

Lesson 13 - Part A

1. me	6. her	11. them	16. me
2. I	7. hers	12. we	17. They
3. he	8. its	13. us	18. He
4. me	9. me	14. yours	19. I
5. ours	10. her	15. their	20. We

ANSWER KEY

Lesson 14 - Part A

1. his
2. it has
3. his
4. their
5. its
6. her
7. they
8. she
9. he
10. her
11. his
12. him
13. his
14. its
15. its

Lesson 15 - Part A

1. !
2. ?
3. .
4. .
5. ?
6. .
7. .
8. !
9. .
10. .
11. !
12. .
13. ?
14. .
15. ?
16. .
17. .
18. ?
19. .
20. ?

Lesson 16 - Part A

1. R
2. R
3. R
4. W
5. W
6. R
7. R
8. R
9. R
10. R
11. W
12. W
13. R
14. W
15. R
16. R
17. R
18. R
19. W
20. R

Lesson 17 - Part A

1. Yes
2. No
3. Yes
4. No
5. No
6. No
7. No
8. Yes
9. Yes
10. Yes